DOCUMENT RESUME

ED 109 548 CG 009 953

AUTHOR Heise, William; And Others
TITLE Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures.
INSTITUTION Schoolcraft Coll., Livonia, Mich.
PUB DATE 75
NOTE 66p.
AVAILABLE FROM John R. Webber, Schoolcraft College, 18600 Haggerty Road, Livonia, Michigan 48151 (HC-$7.00)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS Adults; *Career Planning; *Counseling Programs; *Decision Making; *Group Guidance; Guidance Services; *Junior Colleges; Program Guides; Seminars; Student Personnel Programs

ABSTRACT

The Career Planning Seminar was developed by a committee of Schoolcraft Community College counselors for the purpose of facilitating career decision-making in groups. This group structure was adapted from the Systematic Career Counseling Process (used for individual counseling). The program is primarily a guide for counselors and suggests a format and group activities that can be used with career counseling groups of 10 to 12 participants. The process has a positive approach and focuses on the key issues that go into making career decisions. The program is intended to be used with any person who wishes to clarify his/her career future. This group process is being used with community college students who are concerned mainly with choosing an occupation or a college major. It is also being used with adults who want to clarify their lifework objectives and perhaps make mid-life career changes. The Career Planning Seminar is designed to be used in 12 two-hour sessions. It is suggested that the groups meet over a period of 12 weeks; however, other designs such as weekend workshops are feasible. Session topics include: Introduction, Vocational History and Development, Personal Career Needs, Career Information, Self Concept, Value Clarification for Career Choice, Work Value Auction, Level of Functioning (Reality Factors), Strength Acknowledgement and Career Choices, Summary of Career Information, and Career Planning. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109548

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Schoolcraft College
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

CAREER PLANNING SEMINAR

A procedural outline for assisting persons in career planning through group procedures

SCHOOLCRAFT COMMUNITY COLLEGE DISTRICT

William Heise - Counselor
Gale Lawson - Counselor
Ronald Rogowski - Counselor
Louis Rupp - Counselor
John Webber - Director of Counseling

ED 109 548

© SCHOOLCRAFT COMMUNITY COLLEGE DISTRICT
1975

CONTENTS

Rationale of the Outline ii

Preface to Session I - Introduction 1

Session I - Introduction 2

Preface to Session II - Vocational History and Development. . . . 3

Session II - Vocational History and Development 4-5

Preface to Session III - Personal Career Needs 6

Session III - Personal Career Needs 7

Preface to Session IV - Career Information 8

Session IV - Career Information 9

Preface to Session V - Self Concept 10

Session V - Self Concept 11-12

Preface to Session VII - Value Clarification for Career Choice . 13

Session VI - Value Clarification for Career Choice 14-15

Preface to Session VII - Work Value Auction 16

Session VII - Work Value Auction 17-18

Preface to Session VIII - Level of Functioning, Reality Factors . 19

Session VIII - Level of Functioning, Reality Factors 20-21

Preface to Session IX - Strength Acknowledgement and Career . . 22
Choices

Session IX - Strength Acknowledgement and Career Choices . . 23,24,25

Preface to Session X - Summary of Career Information 26

Session X - Summary of Career Information 27-28

Preface to Session XI - Career Planning 29

Session XI - Career Planning 30

APPENDIXES

Career Planning Seminar	A
Occupational Interest Sheet	B
Family History	C
Personal Career Needs	D
Occupational Information Sheet	E
Sample Listing of Occupations	F
Self Concept, Option 1	G-1
Self Concept, Option 2	G-2
Value Clarification, Part 1	H
Work Value Auction - Help Wanted, Part 1	I
Key and Discussion to Work Value Auction, Part 2	I
Reality Factors, Part 1	J
Reality Factors, Part 2	J
Career Planning Information	K
Career Planning, Part 1	L
Career Planning, Part II	L

RATIONALE FOR THIS GROUP COUNSELING PROCESS

The Career Planning Seminar has been developed as an aid to counselors. It was felt that a result of their graduate education, counselors developed a good understanding and exposure to vocational theories. Yet, many experienced difficulties when applying the theories to their client's career related problems. In an attempt to fill this gap, the counselors at Schoolcraft Community College pooled their career counseling procedures and shared some of their individual and group techniques which they found to be especially effective in working with students. The result was the Career Planning Seminar, a group counseling process designed to help group members learn a process for making career decisions and subsequent career planning.

DESCRIPTION OF INTENDED GROUP MEMBERS

This process is intended for use with students who have not made occupational or vocational decisions and who have indicated they are concerned about this. It is imperative that the group members indicate a concern regarding this lack of career planning and indicate a willingness to aggressively work at learning about both themselves and the world of work.

Group members should be made aware that the Career Planning Seminar will only be as effective as the participants make it, so active participation in all phases of the seminar will be expected.

It is desirable to have background information on each participant such as educational records, test scores, employment data, etc.

METHOD OF USE

The entire process has been divided into XI topics. Most topics can be covered in a two hour session once a week; however, there may be times when a topic requires more time. The size of the group should range from six persons - minimum to 12 persons - maximum, not including the leader. The group members should expect to explore the world of work in relationship to their personal needs, values, motivators, strengths, drives, aspirations, and work and life style priorities.

The seminar is meant to be used in a step by step process from Topic I to XI. Indiscriminate use of various topics may be useful; however, the authors feel that all the topics need to be covered if the group members are to make tentative vocational decisions and subsequent career planning.

In some cases a group member may start the process with every intention of completing it, but later lose enthusiasm and interest. If a member misses group sessions or doesn't follow through with assignments, he or she should be confronted in such a way that the member can drop out but feel free to return again at some later time.

Before every group session the leader must be prepared for the topic to be covered. Notes from previous sessions can be reviewed. A sincere accepting attitude by the leader acting as a role model is important for group cohesiveness.

PREFACE TO SESSION I: INTRODUCTION

Positive interpersonal relationships need to be established in this beginning session. The leader should share his expectations for the seminar, solicit the expectations of the members, and emphasize that effective career groups require full participation of all members. Participation would include attending regularly, listening, sharing, experiences, providing suggestions to others, and in general exhibiting an honest commitment to all the group members.

The importance of completing the weekly tasks between each session needs to be clearly understood by all group members. An interest inventory will be given between Session I and II.

A personal data sheet will be completed by each participant. If other testing besides the interest inventory is desired, it should be determined and arranged for outside of the usual seminar hours.

Uses Appendix A

SESSION I - INTRODUCTION

A. Have each participant complete Appendix A - Personal Data Form.

B. Getting Acquainted - Each person will be asked to introduce himself to the members of the group, first as a person and then as a person with a vocational history. What expectation for this course do you have?

C. Recall of Others - When introductions are complete, group members will be asked to remember something about the introductions of others in the group. (The leader should begin by asking the group to remember something from his own introduction.)

D. Vocational Fantasies - Each person will be asked to express the vocational fantasies which he had as he grew up as well as current vocational fantasies.

E. Weekly Tasks

1. Each person will be asked to list three occupations which they thought about at any time and about which they need additional information. Encourage members to observe workers as they go about their daily activities.
2. Each group member will be asked to discuss something about careers with another person. This person could be a member of the family, close friend, worker, etc.
3. Describe and explain the purpose for an interest inventory including instructions as to its completion. Ask members to complete it at home and return it next week.

PREFACE TO SESSION II: VOCATIONAL HISTORY AND DEVELOPMENT

Frequently, people who are planning their vocational future fail to consider the importance of their past experiences. Persons who have a clear vision of their past are often the one's who know the present and future in terms of personal preferences. One's attitudes and beliefs about a career and how a career will meet some of those needs has a historical development. This session will help the student discover his vocational history.

The Hall Occupational Orientation Inventory will be assigned as The Weekly Task, for it helps to identify what one wants or doesn't want in relationship to work or personal values and helps to develop an awareness of work concerns such as travel, monetary returns, data-people-things, etc.

Uses Appendix B, C

SESSION II - VOCATIONAL HISTORY AND DEVELOPMENT

A. Task Review:

1. Distribute Appendix B and have the members list the three occupations they thought about, including what they liked most and what they liked least about each choice. Additional careers will be added to Appendix B each week.
2. Have members share with the group their responses on Appendix B; have members also share the discussion each person had with another person, including why they picked that person.
3. Collect the Interest Inventory and send them in for scoring.

B. Family Background:

1. Introduce concept of family vocational history and its importance to member's career planning.
2. Have members complete Appendix C.
3. Have members share and discuss their responses to Appendix C individually.
4. After each member has shared his responses, the group will provide feedback as to what patterns they heard being expressed. Each member can then record this on the bottom of Appendix C.

C. Remind the group that they earlier shared their vocational history. Ask each member to discuss specific satisfactions which were received from any activities related to the world of work. Identify what there was about these activities which made them satisfying. (It is helpful to list these work activities on a blackboard or newsprint.)

D. Weekly Task:

1. Have members list three additional occupations which they have been thinking about, needs more information about, or are curious about.

2. Describe and explain the purpose of the Hall Occupational Orientation Inventory, including instructions as to method of completion. Ask members to complete it, including the scoring, and return it next week.

E. An evaluation and feedback is desirable at the end of this session. As a result of this feedback, if group members desire career information prior to Session IV, they should be made aware that this career information might be more meaningful after Session III.

PREFACE TO SESSION III: PERSONAL CAREER NEEDS

Just as all people are unique and different from each other, so are they different in their personal needs and desires as they pertain to career choice. Life style and work style priorities will be probed as well as the data, people, things, concept. Simple preferences such as indoor versus outdoor work are very important. Educational preferences will be discussed in its broadest sense from formal education to on-the-job-training.

During this session the Hall Occupational Orientation Inventory will be interpreted.

Uses Appendix D

SESSION III - PERSONAL CAREER NEEDS

A. Task Review:

1. Begin this session by sharing the three careers each member identified over the past week. Make sure each member records this on Appendix B.
2. Collect the Hall Occupational Orientation Inventory booklets and indicate that the interpretive material will be used later in this session.

B. Personal Career Needs:

1. The leader should identify the importance of focusing upon Personal Career Needs. An explanation of what is meant by life style priorities, work style priorities, and data-people-things should be given. Discuss Appendix D with the group.
2. Ask group members to complete Appendix D.
3. Have members share their responses on Appendix D. How do the responses compare with the characteristics of the jobs being considered on Appendix B? Promote group interaction feedback.

C. Hall Occupation Orientation Inventory:

1. Interpret the HOOI (using pages 15 and 16 of the counseling manual).
2. Have each member share the results of the HOOI. How do the results of the HOOI compare with the characteristics of the jobs being considered on Appendix B? Promote group interaction and feedback.

D. Discuss similarities between Appendix D and the HOOI. What information seems to be the most significant for you?

E. Allow the group members to suggest other possible careers based upon this activity. Write these careers on the last page of Appendix D.

F. Weekly task - Ask each member to select three more occupations before the next session.

PREFACE TO SESSION IV: CAREER INFORMATION

Session IV is a teaching-learning opportunity. The group leader will teach the use of career information and the various sources where such information is retrieved. The Occupational Outlook Handbook is used as a typical career information format. Written, audio-visual, and personal interview career media will be explored. Career information must be current and accurate if the person reviewing such material is to profit from it.

Uses Appendix E and F

SESSION IV - CAREER INFORMATION

A. Task Review: Begin the session by sharing the three careers, group members identified over the past week.

B. Introduce career information resources and their availability for vocational exploration.

1. Discuss Appendix E and how it is to be completed. Explain the use of each resource.

2. Members should identify a career which they would like to explore in detail. Using one or two career information sources, have each member look up information about a specific career and complete Appendix E. Spend 30 minutes completing this task.

3. Reconvene the group and discuss the information found and the usefulness of particular resources. Encourage group members to use these resources at their convenience.

C. Weekly Task: Identify three more careers. Use the Career Information Resource at your disposal. Pass out Appendix F, Sample Listing of Occupations. Some good resources are Occupational Outlook Handbook and Quarterly, Dictionary of Occupational Titles, Career Encyclopedia, commercial career kits, audio visual material, professional and labor organizations, community resources, etc.

D. If Option #2 in Session V on Self Concept is to be used, pass out Appendix H to be completed before the next session. Discuss briefly the importance of understanding self and that real effort should be expected in answering questions and in writing a summary that deals with one's physical, intellectual, social (interpersonal), and self-understanding qualities. Discuss the importance of doing this from a positive frame of reference.

PREFACE TO SESSION V: SELF CONCEPT

Self concept is how a group member perceives himself as a physical, intellectual, social and self aware person.

Clarifying one's self concept is a necessary consideration as a person deals with career decisions. In fact, research has shown that a person's self concept affects every aspect of his life. Donald Super and others point out that a vocational choice is simply the implementation of one's self concept. If a person believes in himself, he will experience success; if a person believes himself to be a failure, he will fail. It is important that this session have a positive orientation, so that the group member recognizes and accepts a healthy view of himself.

Uses Appendix G
Options 1 or 2

SESSION V - SELF CONCEPT

A. Task Review:

1. Begin this session by sharing the three careers, group members identified over the past week. Make sure each member records this on Appendix B.
2. Ask the group members to review their responses on Appendix E and add as many careers as they feel useful to Appendix B.

B. Option 1:

1. Explain to the group the importance of self understanding and awareness, and the way it relates to career choice. Before having group members complete Appendix G, Option 1, discuss with them how to respond to open-ended questions so that meaningful information is solicited.
2. Allow 15 minutes for the group to complete Appendix G, Option 1. Ask them to work spontaneously and rapidly (so that response censorship does not occur.)
3. Before having the group members share their responses, instruct the group to listen for:
   a. Omissions: areas which the individual did not cover but which the group members picked up.
   b. Reinforcement: areas in which the group members agree and would like to affirm or add support.
   c. Direction: ways in which this self knowledge can be used in career planning.

Uses Appendix G
Option 2

SESSION V - SELF CONCEPT

Option 2:

Explain to the group the importance of self understanding and awareness, and the way it relates to career choice. Have group members read their summary statement of the questions on Appendix G, Option 2. Each summary should deal with physical, intellectual, interpersonal and self-understanding qualities in a positive, not negative way. Group members will respond to this summary by suggesting possible careers that fit these personal qualities. Also have the group give support or add to the personal summary.

TASK:

a. Have members list three additional occupations which they have been thinking about on Appendix B.

b. Refer the members to Appendix B. Ask them to identify those occupations which are consistent with the self concepts discussed today. Also ask them to identify those occupations which are not consistent with physical and mental self analysis.

PREFACE TO SESSION VI: VALUE CLARIFICATION FOR CAREER CHOICE

"What is important to me?" is the question that each person needs to ask in an effort to clarify values. Relating personal values with values that are inherent in a job is another necessary step in career decision making. Values influence all decisions. As we deal with career planning, it is obvious that values need to be clearly identified if appropriate decisions regarding work future are to be made.

It is not always easy to determine what is truly important to one's self. Conscientious effort on the part of each participant is expected if clarification of values is to take place.

A review of the Hall Occupational Orientation Inventory during this session will be useful since this instrument solicited work related values.

SESSION VI - VALUE CLARIFICATION

A. Task Review - Begin this session by sharing the thre careers, group members identified over the past week. Make sure eac member records this on Appendix B.

B. Open this session with a discussion of the meaning of "values". A simple approach is included for your consideration:

> Values are an influencing factor in determining aspirations and decisions. Although values are not always clearly defined, they are present in the choices people make and they do influence behavior. Value priorities are unique to individuals. To be aware of values helps people understand why they make certain decisions and set certain goals.
>
> Values are acquired through various means. Significant people in our lives such as parents, friends, teachers, etc. have an impact on our value system. Society also imposes certain values. To help in determining values, the question: What is really important to me? should be asked.

C. Discuss with the group the importance of recognizing their values, both personal and work related, before making any career decisions. Have the group identify values which they feel might influence career decisions. List these on a blackboard, posterboard, or paper.

D. Ask group members to recall goals which they have set and accomplished.

1. Examples might include: graduation from high school, joining a club or group, taking a certain class. Encourage them to list as many as possible, and record them on the Appendix H, Part 1.
2. Have each member complete Appendix H Part 1. Ask them to check as many values as they feel were operating. Remind them that more than one value operates in any goal or decision.

SESSION VI - cont.

3. Before continuing on to Part II, discuss with the group the fact that values do change. As they complete Part II, ask them to be alert to changing or emerging values.

4. Have each member share and discuss the values checked most frequently on both parts of Appendix H, Part 1 and 2. The group members will then be asked to share their ideas as well as suggest occupations which might allow these values to be fulfilled. Consider the use of leisure time as important for the fulfillment of some values. Any suggestions which are helpful should be added to their listing of occupations (Appendix B).

D. Weekly Task - Have each member review all possible careers listed on Appendix B. Delete those that have been rejected at this time.

PREFACE TO SESSION VII: WORK VALUE AUCTION

An enjoyable activity that a group may use to clarify values is the Work Value Auction. The Work Value Auction is a technique that generates information about self and other group members concerning values. The auction puts the group in a simulated life situation and forces the members to make certain choices. The choices and strategies for making decisions help the group members become better aware of their current set of values as well as clarifying attitudes toward work.

The Work Value Auction will generate discussion about group members' values and attitudes and will also give information about the values that the group has as a whole.

This session also provides an opportunity for the group to review all the previous sessions that pertain to value clarification.

SESSION VII: WORK VALUE AUCTION

A. Task Review - What careers or occupations have the group deleted from Appendix B? Give the group an opportunity to share their reasons.

B. Work Value Auction:

1. Introduce the Work Value Auction by explaining that the group has just created a new society. The group leader is a self appointed "Secretary of Labor" and is in control of all jobs. Anyone who wants to work in this society must gain employment by bidding in an open market. The job is awarded to the highest bidder. Give out a minimum of information, otherwise you influence the decision making process of the members, and lessen the impact of the auction process.

2. The "Secretary of Labor" hires the worker through the following procedure.

   a. Pass out the "Help Wanted" ads, Appendix I, part 1. These are the jobs that are going to be auctioned.

   b. Allocate $1,000 per group member to purchase jobs. Play money can be used.

   c. Before jobs go on the open market (the auction), everyone must turn in at least five sealed bids for five different jobs. The minimum bid at this point is $100.00. This bid money is committed until the particular job is auctioned.

BID

JOB #

BID: $_____

NAME_____

d. The Secretary of Labor auctions each job at random in Appendix I, part 1. As a job comes up for auction, the bids are opened for that particular job. The job is awarded to the highest bidder UNLESS someone wants to raise the bid. The job is put on the open market and goes to the highest bidder. (Anyone can bid on the open market as long as they do not over committ the $1,000.00 allocation.) Enthusiastically try to sell each job. Emphasize the positive, do not state any negatives about the job. Society tries to channel individuals into jobs by emphasizing the positive and negating the negative.

e. After a job is sold, the Secretary of Labor returns all the bids for that job to those who did not get the job. That money can be used to bid on other jobs in the open market.

3. Discuss the results of the Work Value Auction by passing out the key and discussion questions, Appendix I, part 2. Encourage the group to state what values they were expressing by bidding on particular jobs.

C. Value Clarification Conclusion: Review the personal and work values expressed in the preceeding session - Appendicies C, D, G, H, and I. Look for trends, similarities, discrepancies, and conflicts. Discuss reactions with the other group members.

D. Weekly Task: 1. List any new occupation that resulted by session on Value Clarification. 2. Make an appointment to see the group leader for a review of your past educational records and testing information.

PREFACE TO SESSION VIII: LEVEL OF FUNCTIONING - REALITY TOPICS

The purpose of this session is to have each person consider his or her level of functioning in regard to academic attainment, testing, information, and special abilities. Current as well as past records will be used for this information. Grades and test scores are good indicators of past and present performance and abilities. It must be remembered, circumstances in a client's background can make this type of information less valuable.

Care should be taken to keep confidential data between the counselors and the student and not expose it to other group members. Prior to the session, the counselor will complete and discuss Appendix J individually with each student. Results of interest inventories are not felt to be confidential and therefore can be interpreted in a group setting.

Use App. J. (parts 1 & 2) Note: Appendix J - part 1 should be completed by the counselor before this session.

SESSION VIII: LEVEL OF FUNCTIONING - REALITY FACTORS

A. Task Review - Begin this session by sharing the three careers, group members identified over the past week. Make sure each member records this on Appendix B.

B. A discussion on reality factors will open this session. Remind the group that in the past weeks they have dealt with such abstractions as wants, ideals, values, and fantasies. Today the focus will be upon more objective information. Lead a discussion as to where one might obtain this objective data. If the following topics are not brought out, include them in the discussions:

1. Academic attainment
2. Testing information
3. Special abilities

C. Discuss with the group the reasons why some factual data might not be reliable. Attitude, motivation, home and work responsibilities, all affect test scores and school achievement. Make sure to cover this topic carefully.

D. Discuss the interest inventory.

1. Discuss with the group the purposes, limitations and meaning of interest inventories.
2. Distribute the results of their interest inventories and interpret the profile sheet.
3. Allow members plenty of time to peruse the results, ask questions, and share their reactions. Allow the group members to share the results with each other.
4. Have group members add to Appendix B any career ideas received from the interest inventory.

E. Ask group members to complete Appendix E, part 2. Encourage them to assist each other via suggestions and brainstorming.

F. Since some group members will finish their assignments at different times, information materials should be made available so they can continue their exploration. Provide additional copies of Appendix E for their use.

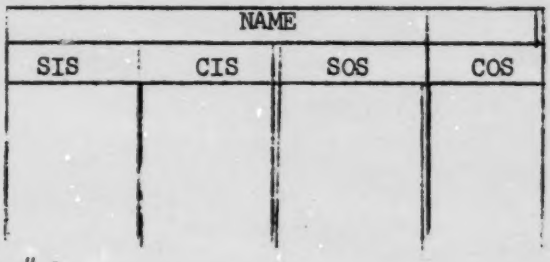
PREFACE TO SESSION IX: STRENGTH ACKNOWLEDGEMENT AND CAREER CHOICES

Throughout the entire process group members have been giving feedback to one another. This session highlights this feedback by sharing with group members perceptions of one another as they pertain to personal strengths and possible career choices. The members will suggest what personal strengths and possible careers they individually see in one another based upon the interpersonal awareness gained throughout this group experience. The result of this activity is an increased affinity for self and of the broadened options for career choice generated by group members' feedback.

SESSION IX: STRENGTH ACKNOWLEDGEMENT AND CAREER CHOICES

A. Strength acknowledgement and career choice introduction:

This exercise will give persons the opportunity to acknowledge their own strengths, to accept strengths that other persons identify in them, to review current occupational careers, and to have others in the group share their career ideas that they have for each participant. A newsprint will be used for this exercise. Sample:



1. Alternative # 1

   a. Participants will write the strengths that they identify in themselves under SIS (Strengths I See). Under CIS (Careers I See) each person will list the careers they are still considering using Appendices B and E.

   b. Group members will post their newsprint individually before the group giving any comments regarding the strengths and careers listed.

   c. Persons will then ask the group two questions. What strength dow you see in me? SOS (Strengths Others See) and what career suggestions do you have for me? COS (Careers Others See) These strengths and career suggestions are written on the newsprint in either the SOS or COS column.

The group members will also support strengths and/or careers listed in SIS or CIS columns. Identifiable hobbies, special interests, and leisure time activities are very important considerations for members to identify for themselves and for others to provide suggestions. Members will share ideas about patterns, similarities, and/or differences of the careers listed on the newsprint. Persons are encouraged to share their preferred career choices if they have them.

2. Alternative # 2

   a. After members have listed on the newsprint their strengths and career ideas in SIS and CIS columns, all the newsprints will be posted on the wall. Group members will move about writing strengths and suggested careers on each others newsprint in columns SOS and COS. They will also check the SIS or CIS columns which they wish to reinforce.

   b. The group will be reassembled and members' newsprints will be posted separately. Group members may verbally support the strength and career suggestions that they wrote on the newsprint. The concept of leisure time activities can be incorporated in members' comments.

   c. Members will share ideas about patterns, similarities, and/or differences of the careers listed on the newsprint. Persons are encouraged to share their preferred career choices if they have them.

B. Weekly Task: Pass out Appendix K to be completed before the next session. Group members are to review all of the past sessions - appendices, notes, newsprints, etc. in completing Appendix K. This is a difficult task; however, as the group proceeds to Summary and Career Planning this summarization of information is necessary.

PREFACE TO SESSION X: SUMMARY OF CAREER

This session begins as an extension of Session IX; however, it moves quickly to a summary of all past information. This information is recorded on Appendix K.

As the group shares the information on the summary sheet, the group members may constructively suggest other information they feel could be on the summary sheet.

Uses Appendix K

SESSION X

SUMMARY: CAREER PLANNING, PART I

A. Review the previous session, "Career Choices".

1. Ask group members if they explored any new occupations as a result of the last session.
2. At this point, which occupation or occupations stand out as being most interesting.

B. The Summary

1. Have group members review all the material from previous sessions. This should include all the information that the persons felt they were exposed to in the seminar.
2. Record the reviewed material on Appendix K, Summary Sheet. (Group leader may want to have each member transfer Appendix K to a large piece of newsprint so it will be easier for the group to react to it.)
3. Have each member discuss the summary sheet with the group.
   a. The discussion should center on how consistent are the occupations that the student has explored with the other variables on the summary sheet.
   b. The discussion may trigger other occupations that can be further explored.
   c. Discuss the inter-relationships between career choices and leisure activities.
   d. What variables seem to be most important to each individual. For example, is working with "people" more important than a work value of "power".

C. Weekly Task:

Complete Appendix L by identifying the basic assumptions, life styles priorities, and key decision points related to that career goal. The leader should give some suggestions for the completion of Appendix L.

PREFACE TO SESSION XI: CAREER PLANNING

This planning session is most important. Career decisions provide the basis for the career planning. Career decisions may vary from a definite decision to a variety of career ideas. But even when the career decisions are not specific, the plan of action should still be precise and clear.

Group members will have the opportunity to share their career goals and the key decisions leading to those goals. The group will supply advice, feedback, and reinforcement for each member's plan. Life style priorities and leisure activities need to be reviewed.

This session enables participant to terminate the seminar with a definite plan of action.

Uses Appendix L

SESSION XI: CAREER PLANNING, PART II

A. Task Review: Verify that students have completed Appendix L, part 1.

B1. Have group members prepare a piece of newsprint by following the format on Appendix L, part 2 listing the basic assumptions under the "Career Goal".

B2. Post one newsprint at a time and have that member discuss his career goal, basic assumption, life style, priorities, and key decision points.

B3. The group will help the member identify the first key decision point.

B4. The remainder of the key decision points that have been previously prepared will be reviewed by the group. This review will consist of reinforcement, suggestions for new or different decision points, and a projection of "time" to the decision points. Each person will record on the newsprint each key decision point with a projected time table.

B5. Allow the participants to share their overall reaction to the plan.

C. Pass out the Career Planning Seminar Evaluation Sheet to be completed.

Appendix A

CAREER PLANNING SEMINAR

Personal Data

Name_____Date_____

Address_____City_____

Telephone No._____Age___Marital Status_____Dependents_____

Work Experiences

Type of Work Employer How Long?

_____

_____

_____

_____

Educational Experiences

High School_____Graduate_____

College_____No. of Years_____Degree_____

Other Formal Training (Apprenticeships, O.J.T., Military Schools, Trade Schools, Etc.)

_____

_____

Military Experience

Branch of Service_____No. of Years_____

Special Hobbies, Talents, Interests, Volunteer Work, Civic Involvements, Etc.

_____

_____

_____

Reason for Attending the Seminar:

_____

_____

Appendix B

OCCUPATIONAL INTEREST SHEET

Occupation	Main Attraction	Main Drawback
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

Appendix C

FAMILY HISTORY

Complete questions 1 - 7.

1. Parents occupations.

2. Spouse occupation.

3. Brothers and sisters occupations or plans.

4. Significant vocations of others (aunts, uncles, cousins).

5. What patterns can you discover in your families vocational history?

6. What are your families vocational expectations for you?

7. Are there persons in your total family structure who you consider to be successful, and why?

Patterns derived from group feedback:

_____

_____

_____

_____

Appendix D

PERSONAL CAREER NEEDS

A. Physical Setting

1. Describe your ideal working area (indoor, outdoor, etc.)

2. What kind of work schedule would you prefer?

3. If the employment market demanded that you move out of the area, is there anything that would prevent you from making this move?

B. Individual Preferences

All jobs require some work with data, people, or things. Data would involve working with ideas, information, facts and paper work. Things would involve working with objects such as machines, nuts and bolts, wiring, etc. People would involve working with individuals or groups.

Of the three, which would you prefer? (Rank them in accordance with your preference.)

1. _____

2. _____

3. _____

C. Education or Training Preferences

Basically there are five ways to train for an occupation. These are:

On the Job Training
Work Experience
Apprenticeship
Vocational and Technical School
Colleges and Universities

Of the 5, which would you prefer? (Rank them in accordance with your preference.)

1. _____
2. _____
3. _____
4. _____
5. _____

D. Classification of Employment

There are 55,500 different types of jobs. To simplify the task of looking at occupations, these jobs have been divided into six major classifications. These are:

Clerical
Managerial
Professional
Sales
Service
Skilled and Manual

1. At which level have you had experiences?

2. At which level would you prefer to work?

3. Rank them in accordance with your preference.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix D (Cont'd)

Occupations suggested by group:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix E

OCCUPATIONAL INFORMATION SHEET

Occupation: _____

Nature of the Work: _____

_____

Places of Employment: _____

_____

Training and other qualifications: _____

_____

Earnings: _____

Other compensation (vacation, sick benefits, etc.): _____

_____

Working conditions: _____

Outlook: _____

Related Employment: _____

_____

Opportunities for Advancement: _____

_____

Amount of Education Required: _____

_____

Entry Level: _____

Advantages: _____

_____

Disadvantages: _____

_____

Appendix F

SAMPLE LISTING OF OCCUPATIONS

Circle each of the areas in which you have any interest or for which you would like additional information.

1.
PROFESSIONAL AND RELATED OCCUPATIONS

Business administration and related professions
- Accountants
- Advertising workers
- Marketing research workers
- Personnel workers
- Public relations workers

Clergymen
- Protestant ministers
- Rabbis
- Roman Catholic priests

Conservation occupations
- Foresters
- Forestry aids
- Range managers

Counseling occupations
- Employment counselors
- Rehabilitation counselors
- School counselors

Engineers
- Aerospace
- Agricultural
- Biomedical
- Ceramic
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical
- Metallurgical
- Mining

Health service occupations
- Physicians
- Osteopathic physicians
- Dentists
- Dental hygienists
- Dental assistants
- Dental laboratory technicians

Health service cont'd.
- Registered nurses
- Licensed practical nurses
- Medical assistants
- Surgical technicians
- EEG technicians
- EKG technicians
- Inhalation therapists
- Optometrists
- Optometric assistants
- Pharmacists
- Podiatrists
- Chiropractors
- Occupational therapists
- Occupational therapy assistants
- Physical therapists
- Speech pathologists & audiologists
- Medical laboratory workers
- Radiologic technologists
- Medical record librarians
- Dietitians
- Hospital administrators
- Sanitarians
- Veterinarians

Mathematics and related fields
- Mathematicians
- Statisticians
- Actuaries

Natural science occupations
- Environmental scientists
- Geologists
- Geophysicists
- Meteorologists
- Oceanographers

Life science occupations
- Life scientists
- Biochemists

Appendix F (Cont.)

Physical scientists
- Chemists
- Physicists
- Astronomers
- Food scientists

Performing arts and other art related occupations
- Actors and actresses
- Dancers
- Musicians and music teachers
- Singers and singing teachers
- Commercial artists
- Industrial designers
- Interior designers and decorators

Social scientists
- Anthropologists
- Economists
- Geographers
- Historians
- Political scientists
- Sociologists

Teaching
- Kindergarten and elementary school teachers
- Secondary school teachers
- College and university teachers

Technician occupations
- Engineering and science technicians
- Draftsmen
- Food processing technicians

Writing occupations
- Newspaper reporters
- Technical writers

Other professional and related occupations
- College career planning and placement counselors
- Home economists
- Landscape architects
- Lawyers
- Librarians
- Library technicians
- Photographers
- Systems analysts
- Programmers
- Psychologists
- Recreation workers
- Social workers
- Surveyors
- Urban planners

2.
MANAGERIAL OCCUPATIONS

- City managers
- Industrial traffic managers
- Purchasing agents

3.
CLERICAL AND RELATED OCCUPATIONS

- Bookkeeping workers
- Cashiers
- Electronic computer operating personnel
- File clerks
- Office machine operators
- Receptionists
- Shipping and receiving clerks
- Stock clerks
- Stenographers and secretaries
- Typists
- Telephone operators

4.
SALES OCCUPATIONS

- Automobile parts counterman
- Automobile salesmen
- Automobile service advisors
- Insurance agents and brokers
- Manufacturers' salesmen
- Real estate salesmen and brokers
- Retail trade salesworkers
- Securities salesmen
- Wholesale trade salesworkers

5.
SERVICE OCCUPATIONS

- Barbers
- Cosmetologists
- Cooks and chefs
- Waiters and waitresses
- Bartenders

Appendix F (Cont.)

SERVICE OCCUPATIONS cont'd.

- Guards and watchmen
- FBI special agents
- Police officers
- State police officers
- Firefighters
- Hospital attendants
- Private household workers
- Building custodians
- Social service aids
- Models

6.
SKILLED AND OTHER MANUAL OCCUPATIONS

- Skilled workers
- Semiskilled workers
- Unskilled workers

Foremen

Building trades occupations
- Asbestos and insulating workers
- Bricklayers
- Carpenters
- Cement masons (cement & concrete finishers)
- Construction laborers and hod carriers
- Electricians (construction)
- Elevator constructors
- Floor covering installers
- Glaziers
- Lathers
- Marble setters, tile setters, and terrazzo workers
- Operating engineers (construction machinery operators)
- Painters and paperhangers
- Plasterers
- Plumbers and pipefitters
- Roofers
- Sheet-metal workers
- Stonemasons
- Structural-, ornamental-, and reinforcing-iron workers, riggers, and machine movers

Driving occupations
- Over-the-road truckdrivers
- Local truckdrivers
- Routemen
- Intercity busdrivers
- Local transit busdrivers
- Taxi drivers

Forge shop occupations

Machining occupations
- All-round machinists
- Machine tool operators
- Tool and die makers
- Instrument makers (mechanical)
- Setup men (machine tools)

Mechanics and repairmen
- Air-conditioning, refrigeration, and heating mechanics
- Appliance servicemen
- Automobile body repairmen
- Automobile mechanics
- Bowling-pin machine mechanics
- Business machine servicemen
- Diesel mechanics
- Electric sign servicemen
- Farm equipment mechanics
- Industrial machinery repairmen
- Instrument repairmen
- Maintenance electricians
- Millwrights
- Motorcycle mechanics
- Television and radio service technicians
- Truck mechanics and bus mechanics
- Vending machine mechanics
- Watch repairmen

Printing (graphic arts) occupations
- Composing room occupations
- Photoengravers
- Electrotypers and stereotypers
- Printing pressmen and assistants
- Lithographic occupations
- Bookbinders and related workers

Some other manual occupations
- Assemblers
- Automobile painters
- Automobile trimmers and installation men (automob le upholsterers)
- Blacksmiths
- Boilermaking occupations
- Dispensing opticians and optical mechanics

Appendix F (Cont.)

Some other manual occupations

- Electroplaters
- Furniture upholsterers
- Gasoline service station attendants
- Inspectors (manufacturing)
- Jewelers and jewelry repairmen
- Meat cutters
- Motion picture projectionists
- Parking attendants
- Photographic laboratory occupations
- Power truck operators
- Production painters
- Shoe repairmen
- Stationary engineers
- Stationary firemen
- Waste water treatment plant operators
- Welders and oxygen and arc cutters

Copied with permission of Occupational Outlook Handbook, 1972-73 edition, U.S. Department of Labor

Appendix G Option 1

SELF CONCEPT

The intent of this appendix is to clarify the way in which you see yourself. Complete the following statements:

I am_____ I am_____

I am_____ I am_____

I am_____ I am_____

I am_____ I am_____

I am_____ I am_____

I wish I were_____

I wish I were_____

I wish I were_____

I see myself as_____

I see myself as_____

I see myself as_____

Others see me as_____

Others see me as_____

Others see me as_____

Appendix G Option 2

SELF CONCEPT

Describe yourself as a physical, intellectual, social and self aware person.

PHYSICAL

1. Are you satisfied with your appearance? Be positive.

2. How do you feel others react to your physical appearance?

INTELLECTUAL

1. How would you compare yourself intellectually with most others?

2. How would your best friends (spouse, parents) describe you intellectually and physically?

3. How do you feel about the intellectual functioning of your group of friends?

SOCIAL (Interpersonal Relations)

1. How do you feel you generally get along with people?

2. When do you like yourself the most?

Appendix G Option 2 (Cont.)

4. How would you describe a successful person?

5. How can you use these feelings in making a more meaningful occupational choice?

Write a summary of yourself by using the answers to questions 1 - 15. Be sure your summary covers you as a physical, intellectual, social (interpersonal), and self aware person.

Appendix G Option 2 (Cont.)

3. What kind of role do you usually assume in a crowd?

4. Do you see yourself as more of a leader or follower?

5. Is it important to you to be liked by others?

SELF-AWARENESS

1. What do you like most about yourself?

2. What are your strengths?

3. What do you see as your weaknesses?

4. If you had your life to live over again, what changes in yourself would you make? Be positive.

Appendix H, Part I
Value Clarification

List five to ten aspirations or goals you have achieved in your life time.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Total
Emotional well being											
Prestige, recognition											
Monetary returns Financial security											
Achievement, striving											
Asthetics, beauty deep appreciation											
Love, friendship											
Freedom, independence											
Helping others											
Doing new and different things, experimenting											
Honesty, openness											
Pleasure, fun, recreation											
Marriage-family											
Wisdom, knowledge											
Being creative											
Personal appearance											
Religious beliefs											
Leadership											
Privacy											
Being competitive											
Efficiency											
Health											
Caring about others											
Sociability											
Self satisfaction											
Enter others											

List values in rank order (if possible)

1.
2.
3.
4.
5.

Appendix H, Part
Value Clarification

List five to ten aspirations or goals you have yet to achieve. Consider your total life. What's important to you that you want to do?

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Total
Emotional well being											
Prestige, recognitio											
Monetary returns Financial security											
Achievement, strivi											
Asthetics, beauty, deep appreciation											
Love, friendship											
Freedom, independen											
Helping others											
Doing new and different things, experimenting											
Honesty, openness											
Pleasure, fun, recreation											
Marriage-family											
Wisdom, knowledge'											
Being creative											
Personal appearance											
Religious beliefs											
Leadership											
Privacy											
Being competitive											
Efficiency											
Health											
Caring for others											
Sociability											
Self satisfaction											
Enter others											

List values in rank order (if possible)

1.
2.
3.
4.
5.

Appendix I, part 1

VALUE AUCTION

HELP WANTED

1. Job Description: An opportunity to work and help people in a personal way. Meet and deal with the public in a meaningful relationship. Help to make the world a better place to live. Pay and benefits in accordance with training and/or experience.

2. Job Description: Do your own thing! Work with abstract ideas. Develop new ideas and things. Non-routine. A chance to work on your own or as a member of creative team. Flexible working conditions.

3. Job Description: A professional position. Position of responsibility. Secretarial assistance provided. Pay dependent upon experience and initiative. Position requires a high level of education or training. Job benefits are high pay and public recognition.

4. Job Description: A job with a guaranteed annual salary in a permanent position with a secure stable company. Supervisory assistance is available. Minimal educational requirement is high school. Slightly better pay with one or two years of college or vocational training. Position guarantees cost of living pay increases annually. Retirement benefits.

5. Job Description: Looking for an interesting job? One that requires research, thinking and problem solving? Do you like to deal with theoretical concepts? This job demands constant up dating of information and ability to deal with new ideas. An opportunity to work with creative and intellectual stimulating people.

6. Job Description: This job requires an extraordinary person. The job demands risk and daring. Ability to deal with exciting tasks. Excellent physical health a necessity. You must be willing to travel.

7. Job Description: An ideal place to work. A real opportunity to work with people you really like, and just as important, really like you. A friendly congenial atmosphere. Get to really know your co-workers. Pay and benefits dependent on training and/or experience.

8. Job Description: Work in a young fast-growing company. Great opportunities for advancement. Starting pay is low, but rapid advancement to mid-management. From this position, there are many opportunities and directions for further advancement. Your only limitation is your own energy and initiative. Pay and benefits related to advancement.

Appendix I, part 1 (Cont.)

9. Job Description: Set your own pace! Set your own working conditions. Flexible hours. Choose your own team or work alone. Amount of monetary returns based on your own initiative and time put in.

10. Job Description: Start at the bottom and work your way up. You can become president of the firm. You should have the ability to learn while you work. Quality and productivity will be rewarded by rapid advancement and recognition for a job well done. Salary: Contingent on rate of advancement.

11. Job Description: Ability to direct work task of others in a variety of activities. Leadership qualities in controlling work force and maintaining production schedules. Ability to maintain a stable work force. Coordinate work of people, data, and things. Instruction of work force. Evaluate work completed. Hiring and firing responsibilities.

12. Job Description: Opportunity for Money, Money, Money! Very high salary, elaborate expense accounts, stock options, extra pay for extra work. Christmas bonus. All fringe benefits paid by company. We pay high for the work you do.

13. Job Description: Are you tired of a dull routine job? Try your hand at varied tasks, meet new people, work in different situations and settings if you are a Jack of All Trades and have many varied interests.

14. Job Description: Does the thought of a desk job turn you off? This job is for the doing person who enjoys using his energy and physical abilities, since it requires brisk and lively movement.

15. Job Description: Opportunity to express your inner beliefs in your job. Devote your life style to your work.

Appendix I, part 2

KEY AND DISCUSSION TO THE WORK VALUE AUCTION

Each job in "Help Wanted" has a work value attached to it.

KEY:

Job Number	Value
1	Altruism
2	Creativity
3	Prestige
4	Security
5	Intellectual
6	Adventure
7	Associates
8	Advancement
9	Independence
10	Productivity
11	Power
12	Money
13	Variety
14	Physical Activity
15	Life Style

DISCUSSION

1. The money represents time and energy one puts into looking, planning, and preparing for an occupation. It also represents how much energy (commitment) one is willing to risk on one particular job. (Initial Bid)

   What jobs were you willing to commit time and energy? What values do these represent?

2. The Work Value Auction tells you something about the strategy used in searching for work. For example, some people commit all of their time and energy on one job. Others put time and energy in reserve and hold back.

   What strategy did you use? What does your strategy and results indicate about your commitment to certain values?

3. How did you feel when the job you really wanted turned up for bidding?

Appendix I, part 2 (Cont.)

4. Did you find yourself changing your work priorities?
5. Did you find yourself wanting a job because others were enthusiastically bidding on it?
6. What real jobs could the hypothetical jobs described in the "Help Wanted" ad represent?
7. What jobs seemed to be most popular with the group? What can you conclude about the group value names?

Appendix J, part 1

REALITY FACTORS

1. School Grades

	Below Average	Average	Above Average
1. English			
2. Math			
3. Science			
4. Social Science			
5. Business			
6. Technical			
7. Art and Music			
8. Others (specify)			

2. Testing (use all available test data)

a. Achievement test scores _____

_____

_____

b. Aptitude test scores _____

_____

_____

c. Intelligence test scores _____

_____

_____

d. Additional test data _____

_____

Appendix J, part 2

Other Abilities:

Other abilities are not necessarily measured by tests and grades. You need to consider all areas of your life. Frequently we overlook abilities, skills, talents, that we use in our daily living. Remember that what seems easy to you may indicate a skill or talent. Identify as many abilities as you can.

a. Activities _____

_____

_____

_____

b. Skills _____

_____

_____

_____

c. Talents _____

_____

_____

_____

d. Hobbies _____

_____

_____

_____

e. Additional abilities _____

_____

_____

Appendix K

CAREER PLANNING INFORMATION
SUMMARY SHEET PART 1

Directions: Refer to all of the past sessions and record your priorities on the sheet below.

CAREER NEEDS	SELF CONCEPT	REALITY FACTORS	OCCUPATIONS
Physical Setting	Work Values	Interests	Occupations I am still interested in
Data-People-Things		School Abilities	
Education	Personal Values	Work Abilities	Occupations that I have researched
Employment Level		Hobbies and other abilities	
Work Style Priorities	Life Style Priorities	Motivational Patterns	

Appendix K (Cont.)

SUMMARY SHEET PART II

1. Are the occupations that you have researched and/or selected consistent with the categories listed on Part I?

2. Are there any conflicts between the occupations and the other priorities and needs that you have?

3. What occupations seem most consistent with your needs and priorities?

4. What steps can you make to reach the above occupational choices. e.g. Set goals that will help you arrive at that occupation.

Appendix L, part 1

CAREER PLANNING

CAREER GOAL	KEY DECISION POINTS
List basic assumptions that support your goal	What decisions have to be made to achieve your goal
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Life style priorities and leisure activities (hobbies, special abilities, family, economics, physical activities, nature, etc.)

Appendix L, Part II

CAREER PLANNING SHEET

TIME TABLE

3 YEAR

2 YEARS

1½ TO 2 YEARS

6 MTHS. TO 1½ YEARS

1 YEAR

6 MTHS.

PRESENT Change curriculum to Marketing at Schoolcraft

Arrange for co-op experience

Explore the variety of sales jobs. Talk and observe people in sales fields

Decide on type of sales

Use Placement Service, Interview employers

Accept offer of job that is most compatible with career goal

Re-evaluate job and goal

CAREER GOAL
MARKETING SALES

List the basic assumption that support your goal. See Appendix L

1. People oriented
2. Travel
3. Inside-outside
4. Two years education on the job work experience preferred
5. Values independence
   Values completion
   Values financial
6. Communication ability
7. Average academic achievement
8. Basic interest in merchandising and Business Management and Sales
9. Part-time shoe sales

LIFE STYLE PRIORITIES

1. Like to do wood working
2. Hunting and fishing
3. Middle class income